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ABSTRACT

The purpose of this pictorial practice Test is to prepare pre-primary and beginning first grade children who have not had experience with a group test to do tasks similar to those found on a regular test. The instructions for the practice test stress important cues and directions helpful during test administration, and include the entire dialogue for the test procedure. (Author/CK)

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PRACTICE TEST

for

Pre-Primary and Beginning First Grade

Thomas M. Goolsby, Jr.
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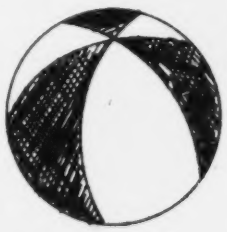

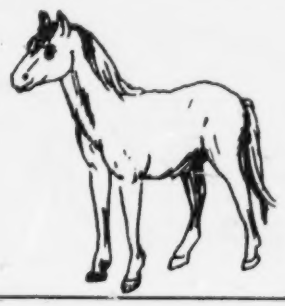

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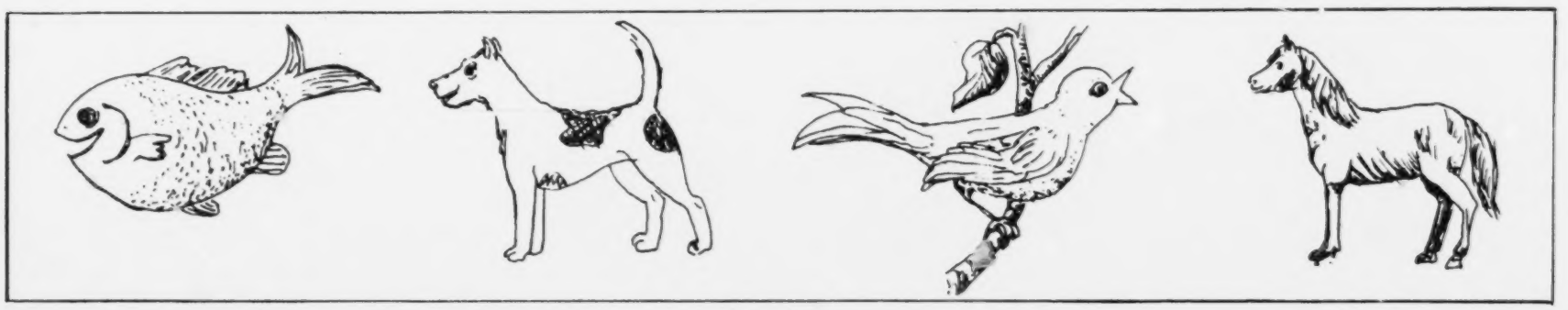

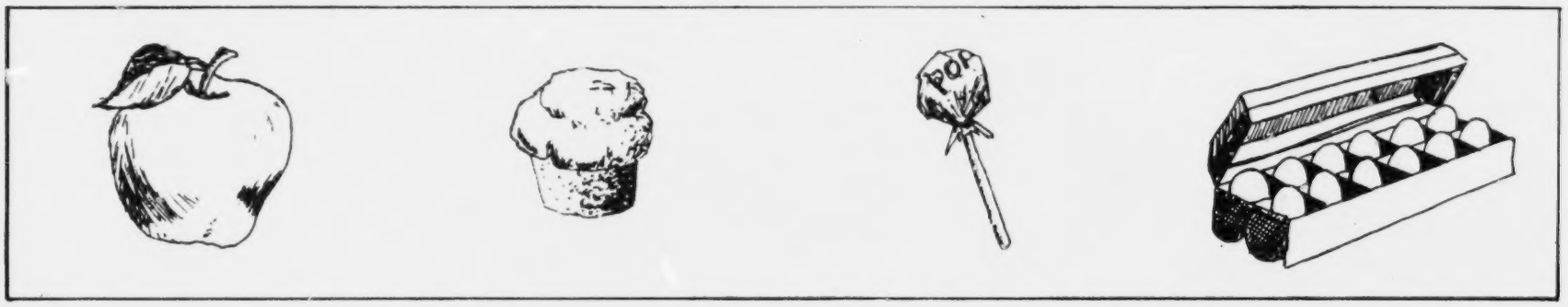

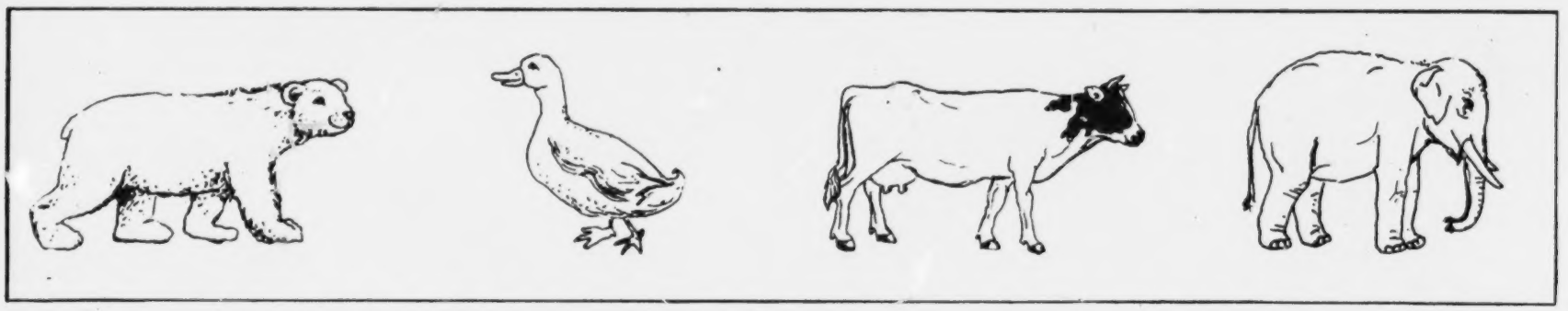

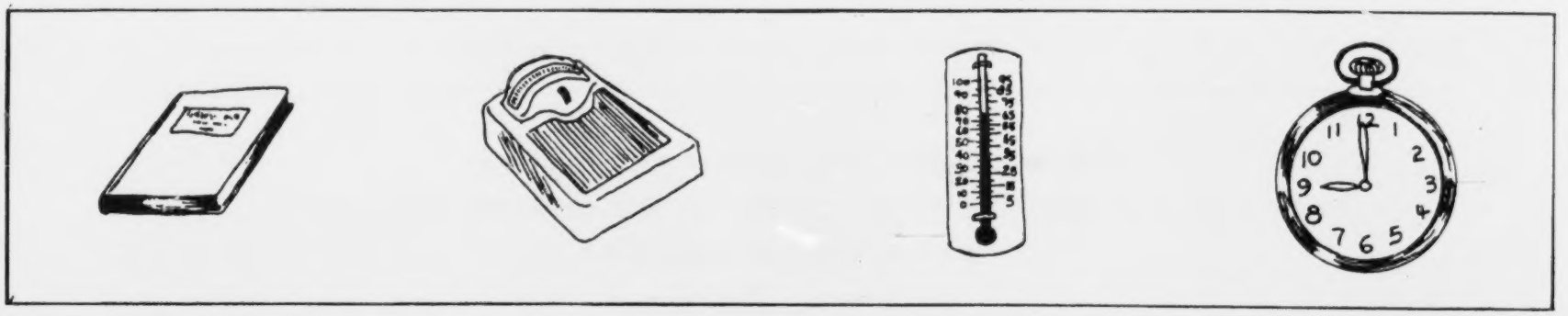

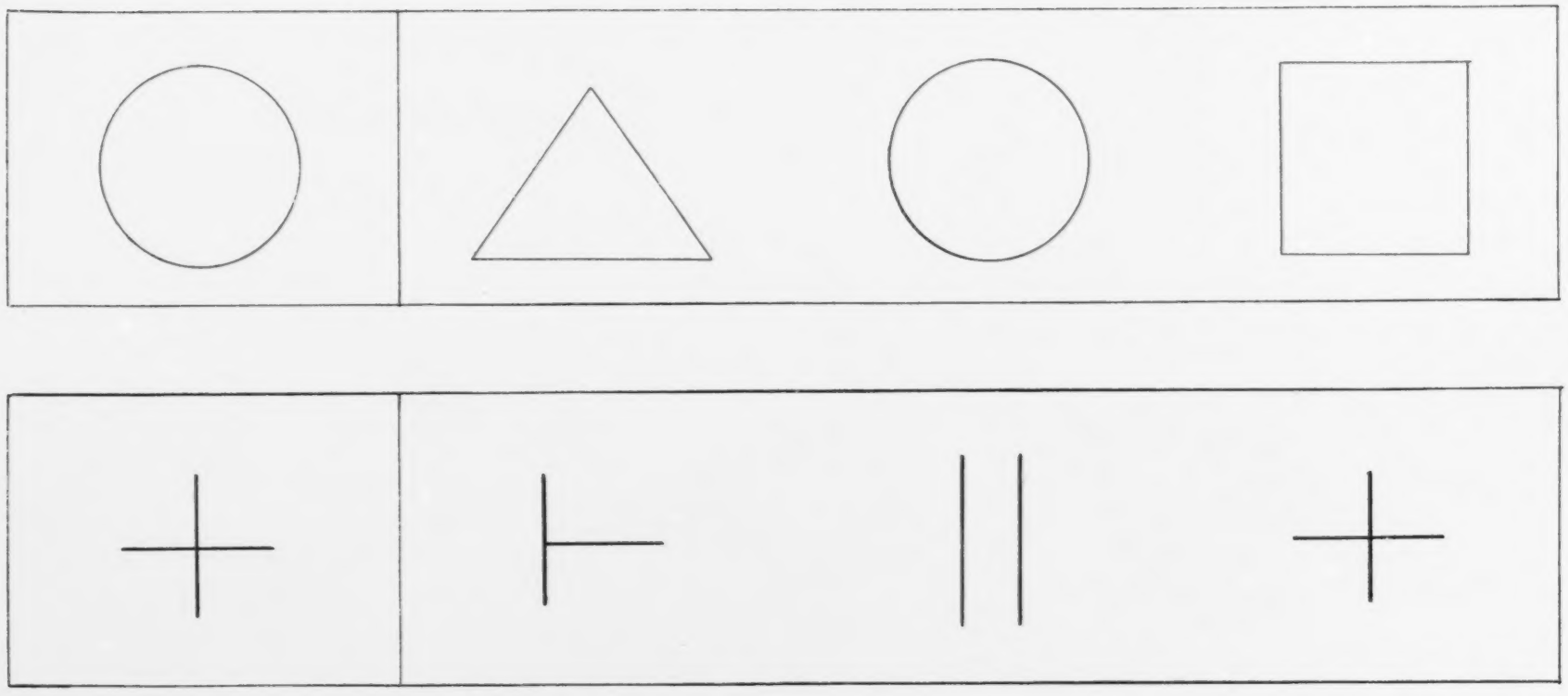

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The research and development reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of the Cooperative Research Program.

DIRECTIONS FOR PRACTICE TEST
For
PRE-PRIMARY AND BEGINNING FIRST GRADE

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Instructions for Administering Practice Test

The purpose of the Practice Test is to prepare children who have not had experience with a group test to do some kinds of tasks similar to those found on a regular test. Also, it is important for the child to learn how to mark an answer, to keep the place, and to respond by marking something when requested to do so.

It is suggested that markers be used in order to help the child keep the place; and also, that thick-lead pencils be used instead of crayons in order to avoid children's getting interested in coloring the pictures.

It is better not to repeat instructions as this is not usually proper procedure in a regular test experience.

It is desirable to check after each direction is given to see that the child has the proper place and understands what to do. Give help when needed but do not help a child to find any of the answers.

It is good to have one or two persons to monitor so that the examiner doesn't need to do too much running around inspecting and assisting.

Pause briefly after each direction to give children time to mark and to give monitors time to check quickly.

Put pupil information on front of booklets before distribution.

After collecting booklets check to see whether any child was not able to follow directions. Give any such child special help before the real test is given.

Test Procedure

Examiner:	Pass out test booklets, thick-lead pencils, and markers. Hold up a booklet and point to the X on the front.
Say:	This is an X (make one on board). Put your finger on the X on your booklet. Take your pencil and make an X right beside it.
Check:	To see this is done and that the X is large and clear.
Say:	Now find the ball and put a big X on it.
Check:	To see that they do this. Help if necessary.
Say:	Now find the horse and put a big X on it.
Check:	To see that they do this. Help if necessary.
Say:	Now turn the page and fold your book over like this. (Demonstrate) Place your marker (hold one up) under the first row of pictures like this. (Demonstrate)
Check:	To see that books and markers are in proper place.
Say:	One of the pictures in this row is a <u>man</u>. Make a big X on the <u>man</u>.
Check:	To see that any <u>one</u>, but <u>only</u> one, picture has been marked.

Say: Move your marker down under the next row of pictures.
One of the pictures in this row is a dog.
Put a big X on the dog.

Check: To see one picture has been marked in this row.

Say: Move your marker down under the next row of pictures.
Put an X on the one that grows on a tree.

Check: To see that one picture is marked with a big X.

Say: Move your marker down under the next row of pictures.
Put a big X on the picture of the animal that gives us milk.

Check: To see that one picture has been marked.

Say: Move your marker down under the next row of pictures.
Put a big X on the one that shows what time it is.

Check: To see that one picture has been marked.

Say: Now turn your book over like this. (Demonstrate)
Put your marker under the first row of pictures like this. (Demonstrate)
Put your finger on the first picture in that row.

Check: To see that markers and fingers are in place.

Say: Put an X on the picture in this row that is just like the one your finger is on.

Check: To see that they do this. Instruct further where necessary.

Say: Move your marker down under the next row of pictures.
Put your finger on the first picture in this row.

Check: To see that markers and fingers are in place.

Say: Put an X on the picture in this row that is just like the one you have your finger on.

Check: To see this is done. Instruct further where necessary.

Say: Move your marker down under the next row of pictures.
Put a big X on the number 2.

Check: To see one picture has been marked.

Say: Move your marker down under the next row of pictures.
Put a big X on the letter e.

Check: To see one picture has been marked.

Say: Move your marker down under the next row of pictures.
Put a big X on the letter S.

Check: To see one picture has been marked.

Say: Now fold your booklet so that your name is on the front and place it on your desk and I will get it.

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